

## Professional Development Budgeting (District) under No Child Left Behind

## Code of Federal Regulations 200.41(c)(5)

- (5) Provide an assurance that the school will spend **not less than 10 percent of the allocation it receives** under subpart A of this part for each year that the school is in school improvement status, for the purpose of providing high-quality professional development to the school's teachers, principal, and, as appropriate, other instructional staff, consistent with section 9101(34) of the ESEA, that--
- (i) Directly addresses the academic achievement problem that caused the school to be identified for improvement;
- (ii) Is provided in a manner that affords increased opportunity for participating in that professional development; and
  - (iii) Incorporates teacher mentoring activities or programs;

## The use of Title I funds set aside for professional development [§1116(c)(7)(A)(iii)] when an LEA is identified for improvement:

The statutory provisions clearly authorize an LEA to use the professional development set-aside for teachers throughout the LEA. In determining how to use these funds (i.e., 10 percent of the LEA's Title I allocation), the LEA should examine the needs of all its schools—not just the ones that did not make adequate yearly progress (AYP)— before spending the 10 percent. In other words, if an LEA is identified for improvement because its high school did not make AYP, this does not necessarily mean that professional development needs exist only at the high school. There may well be professional development needs in elementary and middle schools too; after all, those students feed into the high school. An LEA should thus look at all its needs to determine where these set-aside funds are best spent.

http://www.ed.gov/policy/elsec/guid/stateletters/uofcssos.html

## Title I--Improving the Academic Achievement of the Disadvantaged; Final Rule

- (2)(i) Provide high-quality and ongoing professional development in accordance with sections 1119 and 9101(34) of the ESEA for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the State's student academic standards; and
  - (ii) Align professional development with the State's academic standards;
- (3) Devote sufficient resources to carry out effectively the professional development activities described in paragraph (b)(2) of this section; and
- (4) Include teachers in professional development activities regarding the use of academic assessments described in Sec. 200.2 to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
- (c) Parental involvement. (1) A schoolwide program must involve parents in the planning, review, and improvement of the schoolwide program plan.